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ABSTRACT

Documenting the fall 1996 session of the Academic Senate for the California Community Colleges (CCC), this six-part report details 39 resolutions that were adopted by the Senate, 1 that was determined to be non-urgent, 3 that were referred, and 10 that failed. The first part presents the adopted resolutions organized by the following areas: (1) the Academic Senate; (2) accreditation, related to faculty representation in the process and the open selection of self-study chairs; (3) articulation and transfer, including content standards in English and mathematics; (4) state and legislative issues, related to alcohol consumption at campus functions, encouraging student voting, and health benefits; (5) curriculum, including Title 5 changes and program prerequisites; (6) a disciplines list; (7) technology, including technology support plans and policies for Web sites; (8) faculty development; (9) general concerns related to the use of campus consultants; (10) intersegmental issues; (11) library and learning resources, including policies on categorical funding and information competency; (12) local senates, including policies on technical assistance, administrator hiring, and clerical support; (13) professional standards related to minimum qualifications and preparing teaching schedules; and (14) students. The second section provides the non-urgent resolution, while the third details three that were referred to Senate committees. The fourth section presents the 10 resolutions that failed, including proposals related to enrollment management, parenting classes, course equivalency processes, and harassment and unprofessional conduct. The final sections define acronyms used in the report and provide a list of voting delegates. (BCY)

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ED 411 016

28th FALL SESSION RESOLUTIONS

Westin Hotel, South Coast Plaza,
Newport Beach
Oct. 31 - Nov. 2, 1996

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JC 970 490

The Academic Senate
for
California Community Colleges

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ACADEMIC SENATE
RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure.

A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
B. Amendments and new pre-session resolutions are generated in the Area Meetings.
C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
E. After all Session presentations are finished on the first day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

RESOLUTIONS COMMITTEE
Edith Conn, Chair
Donna Ferracone, Crafton Hills College
Bill Scroggins, Chabot College
Kevin Twohy, Diablo Valley College
Evelyn Weiss, Golden West College

EXPLANATION OF TERMS
M/S/C Moved, Seconded, Carried
M/S/F Moved, Seconded, Failed
M/S/P Moved, Seconded, Postponed
M/S/U Moved, Seconded, Unanimous
M/S/R Moved, Seconded, Referred
M/S/A Moved, Seconded, Acclamation
M/S/T Moved, Seconded, Tabled

Please Note:
1. Supporting documents relating to the resolutions are available in the Statewide Office.
2. Inquiries should be directed to the Statewide Office regarding resolutions which are:
   a. Declared Moot
   b. Withdrawn

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FOR
CALIFORNIA COMMUNITY COLLEGES

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1996 Fall Session Resolutions That Were Adopted

1. Academic Senate

1.1.0 F 96 Standing Committees
Joan Stroh, Area D, Southwestern College

Whereas it is difficult to know the functions of the standing committees of the Academic Senate for California Community Colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend an amendment of the rules of the Academic Senate for California Community Colleges to include a descriptive goal statement for each of the standing committees.

M/S/U Disposition: Executive Committee

2. Accreditation

2.1.0 F 96 Accreditation Representation (2.10 S96 Postponed)
Regina Stanback-Stroud, Rancho Santiago College

Whereas the accreditation visiting teams must include faculty, and

Whereas the Accrediting Commission has in the past appointed faculty who are newly hired administrators, acting or interim administrators, and

Whereas the visiting teams are consistently made up of a majority of administrators,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to appoint representatives to accrediting teams who maintain faculty status for the duration of the appointment, and

Be it further resolved that the Academic Senate for California Community Colleges reaffirm its position calling for a faculty majority on the accreditation visiting teams.

M/S/U Disposition: Accrediting Commission

1996 Fall Session Resolutions That Were Adopted

2.2.0 F 96 Open Selection Process (2.18 S96 Postponed)
Edith Conn, Ventura College

Whereas the effectiveness of the self-study process depends upon the participation of the entire college community, and

Whereas full participation can only be achieved when all segments of the college community have a role in planning for the self study,

Therefore be it resolved that the Academic Senate for California Community Colleges encourage local senates to design open processes for the selection of accreditation self-study chairs or co-chairs, as well as for the editor of the self-study, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to include in that selection process the participation of representatives from all faculty disciplines.

M/S/C Disposition: Local Senates, Accrediting Commission

4. Articulation and Transfer

4.1.0 F 96 Competencies in Mathematics
Debra Landre, Area A, San Joaquin Delta

Whereas the Academic Senate for California Community Colleges is concerned about the mathematical preparation of California's high school students, and

Whereas the 1996 ICAS (Intersegmental Committee of Academic Senates) document "Statement on Competencies in Mathematics Expected of Entering College Students" describes the skills, approaches, experiences, and subject matter that constitute an appropriate mathematical background for college bound students,

Therefore be it resolved that the Academic Senate for California Community Colleges endorse the ICAS (Intersegmental Committee of Academic Senates) 1996 Document "Statement on Competencies in Mathematics Expected of Entering College Students," and

Be it further resolved that the Academic Senate for California Community Colleges recommend to ICAS that it change the title to "Statement on Competencies in Mathematics Expected of Students Beginning Baccalaureate Level Courses", and change all references of entering freshman in the paper to beginning baccalaureate level courses.

M/S/C Disposition: ICAS

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1996 Fall Session Resolutions That Were Adopted

4.2.0 F 96 Content Standards in English and Math
Zwi Reznik, Area A, Fresno City College

Whereas the Academic Senate for California Community Colleges recognizes that content standards guide the curriculum, and

Whereas the Academic Senate supports a high school curriculum which enables a high school graduate to successfully begin college-level course work or meet the requirements in the job market without remediation,

Therefore be it resolved that the Academic Senate for California Community Colleges support the intent of the California Education Round Table sponsored document "Content Standards in English and Mathematics for High School Graduates."

M/S/U Disposition: Intersegmental Articulation Coord. Council, Superintendent of Public Instruction, California Education Roundtable, ICAS, ICC

1996 Fall Session Resolutions That Were Adopted

4.3.0 F 96 English Content Standards
Mark Wade Lieu, Ohlone College

Whereas more than 25% of California high school students are second language learners of English, and

Whereas research shows that it takes 5-7 years for a second language learner to reach parity with native speaker peers, and

Whereas at the 1996 Spring Session the Academic Senate approved the document "California Pathways", which addresses the linguistic development and educational needs of second language learners of English,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend that the California Education Round Table sponsored task force document on English Content Standards include in the introduction to "Content Standards in English for High School Graduates" a section addressing language acquisition processes and the particular needs of second language learners of English, and

Be it further resolved that the Academic Senate for California Community Colleges recommend that the task force use organizations such as CATESOL and CABE and the document "California Pathways" as resources in the development and implementation of instruments for the assessment of attainment of the English Content Standards.

M/S/U Disposition: CATESOL, Education Roundtable, ICC, Superintendent of Public Instruction, California Association of Bilingual Educators, ICAS

4.4.0 F 96 Transfer Paper
Regina Stanback-Stroud, Executive Committee, Rancho Santiago College

Be it resolved that the Academic Senate for California Community Colleges adopt the paper "Toward Increased Student Success: Transfer as an Institutional Commitment."

M/S/U Disposition: Local Senates, ICAS, ICC, Chancellor's Office, Transfer Center Directors

6. State and Legislative Issues

6.1.0 F 96 Chancellor's Office Washington Connection
Lee Haggerty, Area D, Saddleback

Whereas educational polices and funding are determined and influenced by both state and federal government, and

Whereas the federal government decisions may impact community colleges, and

Whereas community colleges may not have input into the federal legislative processes that affect community colleges, and

Whereas there needs to be community college influence on federal decisions that affect community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges support the Chancellor's Office effort to influence federal legislative decisions that affect community colleges.

M/S/C Disposition: Chancellor's Office, CCLC, FACCC

1996 Fall Session Resolutions That Were Adopted

6.2.0 F 96 Beer and Wine Consumption at Campus Functions
Jane Sneed, City College of San Francisco

Whereas many California Community College students returning to school after dropping out due to substance abuse are in recovery from substance abuse and have suffered from the effects of alcohol and drug abuse on families and friends, and

Whereas California Community Colleges are committed to teaching students to develop clear thinking and to make healthy choices, and

Whereas serving alcohol at school functions tacitly endorses use of intoxicating substances, and

Whereas one of the recommendations of the Chancellor's Office Legislative Proposals for the 1997-1998 Legislative Program Preliminary Draft supports a proposal, referred to consultation, to allow wine and beer to be served at campus functions,

Therefore be it resolved that the Academic Senate for California Community Colleges support continuing the current policy of prohibiting the serving or selling of alcoholic beverages for student consumption at California community college campus functions.

M/S/C Disposition: CCCT, Chancellor's Office, College/District CEOs, FACCC, Legislature, Local Boards of Trustees, Local Senates, CCLC, COFO

6.3.0 F 96 Encouraging Student Voting
Lee Haggerty, Executive Committee, Saddleback Community College

Whereas the presidential election will be held on November 5, 1996, and

Whereas there are several issues and candidates on the ballot that will affect or impact California community colleges, and

Whereas students and faculty who vote may influence the outcome of the election,

Therefore be it resolved that the Academic Senate for California Community Colleges request faculty to announce that all eligible students should vote on November 5.

M/S/U Disposition: Local Senates

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6.4.0 F 96 Cap Removal
June Burlingame Smith, L. A. Harbor College

Whereas the growth cap has not succeeded in equalizing funding for needy districts, and

Whereas growth spending must be planned carefully and must precede targeted growth goals, and

Whereas realistic timelines for growth must be developed and followed to assure an orderly educational delivery system,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the legislature to remove the current growth cap, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to design and implement a fiscally sound growth plan which will provide resources to meet all community college student needs.

M/S/U Disposition: Board of Governors, COFO, Chancellor's Office, FACCC, Legislature

6.5.0 F 96 75/25 Compliance
Jim Higgs, Modesto Junior College

Whereas community colleges hire a considerable number of employees, many of whom are part-time faculty, and

Whereas many districts are out of compliance with the mandated 75/25 full-time, part-time ratio,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to secure the 75/25 ratio data from the Chancellor's office that will reveal the statistics for each college and each district, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to use those statistics to advocate compliance with the 75/25 ratio for each college or district which is revealed to be out of compliance.

M/S/C Disposition: Executive Committee

6.6.0 F 96 Health Benefits
Alma Rosa McGee, San Diego Community College

Whereas FACCC helped write AB 3099 (Campbell bill),now law, which would award health benefits to part-time community college instructors working in different districts whose total hours were equivalent to full-time status, and

Whereas the majority of community college instructors working in noncredit programs are part-time instructors, and

Whereas many of these instructors work part-time in K-12 adult education programs and noncredit community college programs to achieve full-time loads, and

Whereas the majority of the part-time instructors working in both K-12 adult programs and noncredit community college programs do not receive health benefits from any program they work for,

Therefore be it resolved that the Academic Senate for California Community Colleges seek legislation similar to AB 3099 (health benefits for part-timers) that would apply to the noncredit part-time instructors in community college districts whose hours worked in K-12 adult education programs and noncredit community college programs are equal to full-time status.

M/S/C Disposition: Board of Governors, Chancellor's Office, FACCC, Legislature, COFO

7. Consultation with Chancellor's Office

9. Curriculum

9.1.0 F 96 Curriculum Paper
Bill Scroggins, Executive Committee, Chabot College

Be it resolved that the Academic Senate for California Community Colleges adopt the paper entitled "The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice."

M/S/U Disposition: Local Senates, Chancellor's Office

9.2.0 F 96 Program Prerequisite Title 5 Change
Bill Scroggins, Executive Committee, Chabot College

Whereas Resolution 9.5 S96 called for the Academic Senate to work with the Chancellor's Office in facilitating the approval of program prerequisites,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors the following addition (underlined) to Title 5 Section 55201.

(c.) Prerequisites or co-requisites may be established only for any of the following purposes: (#5 added to #1-4 already in Title 5)

(5) for approved degree and certificate programs, the prerequisite is established as a standard prerequisite to the program by applying the standards and procedures of this Article at a minimum of five (5) community colleges and so may be used without further scrutiny as a prerequisite to such programs at other community colleges upon written notification to the Chancellor's Office.

Be it further resolved that the Academic Senate for California Community Colleges recommend to the Chancellor that this subject be declared an academic and professional matter for the purposes of developing guidelines for implementation of this regulation change.

M/S/C Disposition: Board of Governors, Chancellor's Office

9.3.0 F 96 Title 5 Changes on Establishment of Curriculum Committees
Bill Scroggins, Executive Committee, Chabot College

Whereas a 1996 spring Executive Committee resolution asked the Senate Curriculum Committee to address potential conflicts between Title 5 Sections 55002 and 53200 on the establishment of college and district curriculum committees, and

Whereas the Senate Curriculum Committee felt changes could be made to Title 5 Section 55002(a)(1) which would clarify the conflicts between the two sections of Title 5,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors the following change (underlined below) to Title 5 Section 55002(a)(1).

Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the Board of Trustees which shall consult collegially with the academic senate pursuant to Sections 53200-204 of this Article. ~~mutual agreement of the college and/or district administration and the academic senate.~~ The committee shall be either a committee of the academic senate or a committee that is composed primarily of faculty, a faculty chair or co-chair and is otherwise comprised in a way that is determined by mutual agreement with or relying primarily on the academic senate pursuant to Sections 53200-204 of this Article ~~mutually agreeable to the college and/or district administration and the academic senate.~~

M/S/C Disposition: Board of Governors, Chancellor's Office, Executive Committee, Local Boards of Trustees

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9.4.0 F 96 Standard Assessment Instruments: Title 5 Change
Bill Scroggins, Executive Committee, Chabot College

Whereas resolution 18.1 S96 called for the Academic Senate to request of the Chancellor's Office that assessment instruments other than those in math, English, and ESL be added to the approved list upon validation by five local colleges, and

Whereas no action has ensued subsequent to this request,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors the following change (underlined below) to Title 5 Section 55524.

Assessment.
The Chancellor shall establish and update, at least annually, a list of approved assessment instruments and guidelines for their use by community college districts. These guidelines shall identify modifications of an assessment instrument or the procedures for its use which may be made in order to provide special accommodations required by Section 55522 without separate approval by the Chancellor. Such guidelines shall also describe the procedure by which districts may seek to have assessments approved and added to the list. The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias, and are normed on the appropriate populations. With the exception of assessment instruments in communication or computation skills, demonstration of minimal cultural and linguistic bias and appropriate norming of a specific assessment instrument at five (5) or more colleges shall constitute sufficient basis for inclusion on the Chancellor's Office approved list. For assessment instruments in communication or computation skills the Chancellor shall additionally ensure that such assessment instruments yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research association, the American Psychological Association, and the National Council on Measurement in Education.

Be it further resolved that the Academic Senate for California Community Colleges recommend to the Chancellor that this subject be declared an academic and professional matter for the purposes of developing guidelines for implementation of this regulation change.

M/S/U Disposition: Board of Governors, Chancellor's Office, Executive Committee

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1996 Fall Session Resolutions That Were Adopted

9.5.0 F 96 Program Prerequisites
Karolyn Hanna, MidCoast Area C, Santa Barbara City College

Whereas the Academic Senate for California Community Colleges adopted Resolution 9.5 S96 asking for models of program prerequisites to assist the validation of such prerequisites, and

Whereas resolution 9.2 F96 helps to implement Resolution 9.5 S96,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to begin to find program prerequisite models in order to expedite the implementation of Resolution 9.5 S96.

M/S/U Disposition: Executive Committee

10. Disciplines List

10.1.0 F 96 Equivalency (10.13 S96 Postponed)
Gary Morgan, Oxnard College

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to review and update the 1989 paper "Equivalence to the Minimum Qualifications" for the Spring 1997 Session.

M/S/U Disposition: Executive Committee

11. Technology

11.1.0 F 96 Title 5 Guidelines
Zwi Reznik, Area A, Fresno City College

Whereas a number of community colleges are beginning to offer courses by alternative means of delivery such as two-way interactive teleconferencing and telecourses, and

Whereas there are established guidelines in Title 5 regarding implementation of courses by distance learning, and

Whereas there are districts where faculty and administration are in need of specific guidance as to the requirements of these guidelines,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to conduct a breakout at the 1997 Spring Session on the Title 5 requirements and guidelines for the use of alternative means of delivery of instruction by distance learning.

M/S/U Disposition: Executive Committee

11.2.0 F 96 Technology Support Plans
Jim Higgs, Area A, Modesto Junior Colleges

Whereas the growth of technology is occurring at an astounding rate, and this technology has profound effects on teaching in classrooms, classroom presentations, and educational programs, and

Whereas the true cost of technology to a campus includes the ongoing cost of technical support, and

Whereas the Internet has become an essential educational tool for faculty and students in schools from kindergarten through high school and universities, and

Whereas community college faculty and students need Internet access as well,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to prepare a paper on how to develop a local college plan for technology support for faculty access to the Internet and for obtaining appropriate Internet access for students in the classrooms, labs, and libraries.

M/S/C Disposition: Executive Committee

1996 Fall Session Resolutions That Were Adopted

11.3.0 F 96 Discipline Communication through the Internet
Barbara Wright, Orange Coast College

Whereas technology exists for faculty to easily network through the Internet, and

Whereas discipline faculty would benefit from networking with other faculty, and

Whereas instructors could share teaching methodologies, research, staff development, input into model programs and other areas,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Executive Committee that means for discipline dialog be established using the Internet capabilities for such uses as posting information on the Academic Senate Web site and e-mail distribution lists.

M/S/U Disposition: Executive Committee

11.4.0 F 96 Web Sites/Home Pages
Kathy O'Connor, MidCoast Area C, Santa Barbara City College

Whereas the year 2000 is quickly approaching, and

Whereas the possibilities of electronic communication are expanding and improving at a rapid pace,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to increase and improve communication through the electronic medium by:

a. Assisting and encouraging local senates to help their colleges develop a college web site,

b. Assisting and encouraging local senates to develop a local senate home page with links to the Academic Senate, the Board of Governors and the Chancellor's Office,

c. Improving the Academic Senate's home page to provide a link to local senates, the Chancellor's Office, and the Board of Governors,

d. Creating a template that local senates could use for their own home page,

e. Presenting breakouts and main speakers/demonstrations at future sessions beginning in Spring 1997 to help local senates create home pages and web sites, and to provide opportunities for local senates to demonstrate their local accomplishments in the electronic communication medium.

M/S/U Disposition: Executive Committee, Local Senates

11.5.0 F 96 Technology Needs
Ric Matthews, Executive Committee, Miramar College

Whereas the state has only just begun to fund technology at the community colleges, and

Whereas funding is usually for technology not present on the campuses, or for new equipment, and

Whereas community colleges have a need to maintain present and future equipment,

Therefore be it resolved that the Academic Senate for California Community Colleges research and recommend by the 1997 Spring Session , methods and strategies to fund these technology needs.

M/S/U Disposition: Executive Committee

12. Faculty Development

12.1.0 F 96 Faculty Development Funding Control
Roger Waller, Area A, San Joaquin Delta

Whereas the Academic Senate acknowledges the importance of staff development to all community college constituent groups, and

Whereas the Academic Senate for California Community Colleges has expressed concern in previous resolutions regarding use and accountability of faculty and staff development and staff diversity funds, (12.4 S96 and l2.5 S96),

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that the faculty receive the majority of state distributed staff development funds and that the local senate maintain the control and distribution of these funds.

M/S/U Disposition: Local Senates

13. General Concerns

13.1.0 F 96 Campus Consultants
Mark Wade Lieu, Ohlone College

Whereas the governing boards and the administrators of various colleges have used general funds to hire consultants to do work for the district, and

Whereas these consultants often do work that directly affects college constituent groups, and

Whereas the Boards of Trustees and the administration must follow shared governance procedures as mandated by Title 5,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local districts to ensure that those consultants that are hired respect and follow shared governance policies and the primary responsibility of academic senates in academic and professional matters.

M/S/U Disposition: CEOs, Local Boards of Trustees, Local Senates

15. Intersegmental Issues

15.1.0 F 96 California State University Remedial Policy Commendation
Regina Stanback-Stroud, Executive Committee

Whereas the California State University Trustees proposed the elimination of remedial education at the CSU despite the fact that based on the CSU placement tests, an overwhelming majority of the State's CSU eligible students (top 1/3) are in need of at least one of the remedial education courses in English or mathematics, and

Whereas the Academic Senate for California Community Colleges prepared a paper identifying the issues and implications of such a policy complete with recommendations, and

Whereas representatives of the CSU Academic Senate indicated that the written deliberations of the Academic Senate for California Community Colleges provided valuable perspective and supported their work in modifying the proposal to maintain CSU responsibility to the master plan by decreasing the need for remedial education instead of eliminating remedial education courses at the CSU,

Therefore be it resolved that the Academic Senate for California Community Colleges commend our California State University faculty colleagues for their respect for and receptivity to our advice, observations, and insights on the proposed CSU remediation policy and for their work in influencing the modification of the proposal, and

Be it further resolved that the Academic Senate for California Community Colleges commend the CSU Board of Trustees for demonstrating a respect for the faculty expertise and role in the academy by relying primarily upon the advice of the California State University Academic Senate on this academic issue, thereby maintaining the academic integrity of the educational programs and services of the California State University System.

M/S/U Disposition: CSU Academic Senate, CSU Board of Trustees, ICAS

16. Library and Learning Resources

16.1.0 F 96 Categorical Funding for Library and Learning Resources
Richard Rose, Counseling and Library Faculty Committee, Santa Rosa College

Whereas California Community College library and learning resource programs are essential to student retention and success, and

Whereas a 1996 legislative report (California Research Bureau report #96-002) has documented the magnitude of continued underfunding of library and learning resource program collections, and

Whereas previous Academic Senate resolutions (9.3 S88 and 8.5 F88) have supported categorical funding for libraries and learning resource programs, and

Whereas the Chancellor's Office of the California Community Colleges has not taken steps to stabilize or augment collections as stated in Program Improvement Language (Item 13 Title 5),

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its position regarding the issue of categorical funding for library and learning resources programs, and

Be it further resolved that the Academic Senate for California Community Colleges persist in recommending categorical funding for library and learning resource programs in the colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors that it conduct a study session on the proposed recommendations contained in the California Research Bureau 1996 Legislative report (#96-002) and develop strategies to augment library and learning resources budgets as stated in the Program Improvement Section of Title 5.

M/S/U Disposition: Board of Governors, CA Library Association, Chancellor's Office, Council of Chief Librarians, Local Senates

1996 Fall Session Resolutions That Were Adopted

16.2.0 F96 Information Competency
Dan Crump, American River College

Whereas information competency is the ability to: a) recognize the need for information, b) acquire and evaluate information, c) organize and maintain information, and d) interpret and communicate information, and

Whereas information literacy is a curricular development responsibility of library faculty, and

Whereas library faculty see information competency as an important component of learning, and

Whereas a Board of Governor's member plans to propose at the November 1996 Board of Governors meeting that the 10% Fund for Instructional Improvement set aside be used for the development of information competency component,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office and the Board of Governors to acknowledge that any development of information competency components and/or programs be the primary responsibility of the Academic Senate for California Community Colleges.

M/S/U Disposition: Board of Governors, Chancellor's Office

17. Local Senates

17.1.0 F 96 Technical assistance
Dennis Smith, Area A, Cosumnes River

Whereas a process exists for technical assistance in achieving the faculty responsibilities and options for consultation on academic and professional issues as described in Section 53200 of Title 5, and

Whereas there has been a turnover of administrators and trustees since the passage of AB 1725 and the revision to Section 53200 language, and

Whereas many of the mutual agreements that are in effect between the local senates and their governing boards with respect to these academic and professional issues were made many years ago,

Therefore be it resolved that the Academic Senate for California Community Colleges encourage local senates to utilize the existing technical assistance process offered jointly by the Community College League of California and the Academic Senate for training and education of faculty, administrators, and trustees in shared governance, and

Be it further resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office to create a technical assistance committee to review local shared governance agreements for compliance with Title 5, Section 53200.

M/S/C Disposition: CCLC, Executive Committee, Local Boards of Trustees, Local Senates, Chancellor's Office

17.3.0 F 96 Local Senates and Hiring of Administrators
Gary Morgan, Area C, Oxnard College

Whereas the hiring of administrators for an institution of higher learning should be an academic and professional matter, and

Whereas Title 5 makes local academic senates responsible for academic and professional matters,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that in their governance agreements the hiring of administrators should be cited as an "academic and professional" area.

M/S/C Disposition: Local Boards of Trustees, Local Senates

1996 Fall Session Resolutions That Were Adopted

17.4.0 F 96 Clerical Support
Lina Chen, L.A. Trade Tech

Whereas the duties and responsibilities of academic senate presidents have greatly increased due to AB 1725, and

Whereas the flow of documentation for review and dissemination to college constituencies has also increased,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend that local districts provide sufficient clerical staff support for local academic senates.

M/S/C Disposition: CEOs, Local Boards of Trustees, Local Senates

17.5.0 F 96 Carver Governance Model
Lin Marelick, Mission College

Whereas the CCLC is providing local governing boards with training in the Carver Policy Governance Model, and

Whereas the policy governance model advocates the delegation of board authority to the CEO and removal of policy and procedures from the board agenda, and

Whereas the model was developed outside of California, largely in non-educational settings,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Community College League of California (CCLC) to work with the Academic Senate to identify how the Carver Governance Model impacts the rights and responsibilities of the local academic senates to be consulted collegially on academic and professional matters, and

Be it further resolved that the Academic Senate for California Community Colleges urge CCLC to encourage local boards to maintain a commitment to shared governance and to refrain from using any policy governance model as a mechanism for undermining shared governance.

M/S/U Disposition: Executive Committee, CCLC, Local Boards of Trustees, Local Senates

1996 Fall Session Resolutions That Were Adopted

17.6.0 F 96 Carver Governance Model
Lin Marelick, Mission College

Whereas the Carver Model of policy governance relies on streamlining and consolidating governing board agenda items to reduce agendas, and

Whereas many present agenda items would thus be delegated to district employees and committees, and

Whereas the public would then be forced to resort to cumbersome public record searches to discover information presently available on the board docket, and

Whereas these actions would seriously impede the free flow of information,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local boards to reject any form of governance that places undue burden on the public to discover information to which it is entitled under the Brown Act , Freedom of Information Act and other open meeting laws.

M/S/U Disposition: CCLC, Local Boards of Trustees, Local Senates

19. Professional Standards

19.2.0 F 96 Verification of Minimum Qualifications (19.10 S96 Postponed)
Terri Smith, Area C, Mt. San Antonio College

Whereas a list of minimum qualifications has been established for disciplines requiring a master's degree, and

Whereas these minimum qualifications must be included on announcements of faculty positions, and

Whereas state law specifies minimum qualifications for community college faculty (AB 1725 Article 2, Minimum Qualifications and Hiring Criteria),

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that local academic senate presidents verify the minimum qualifications on all proposed faculty positions prior to publication, and

Be it further resolved that the Academic Senate for California Community Colleges demand that the Board of Governors, the Chancellor's Office, and all local boards of trustees abide by state law regarding minimum qualifications.

M/S/C Disposition: Board of Governors, Chancellor's Office, Local Boards of Trustees, Local Senates.

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1996 Fall Session Resolutions That Were Adopted

19.3.0 F 96 Learning Centers (19.11 S96 Postponed)
Dale Newman, Area C, Los Angeles Mission

Whereas an increasing number of students are coming to community colleges lacking the basic skills necessary to be successful. Although effective interactive computerized instructional materials are becoming available and affordable, most developmental students are not ready to deal with a computer as their sole source of instruction thus requiring the Learning Centers and Tutorial Centers to be called upon to provide basic skills remediation, and

Whereas Learning Centers and Tutorial Centers must continue to play an increasingly prominent role in the delivery of alternate forms of instruction, and

Whereas future Learning and Tutorial Centers may well be the vehicles through which colleges will compete with short-term private schools offering all kinds of training, and

Whereas on most campuses, Learning Assistance and Tutorial personnel do not have an entree for sufficient representation in college governance structures (i.e., budget, space allocation, and in some cases, academic senates),

Therefore be it resolved that the Academic Senate for California Community Colleges support the recognition of Learning Centers on campuses and state that this recognition in no way restricts each individual campus from addressing its unique needs, and

Be it further resolved that the Academic Senate for California Community Colleges support the concept that faculty in these Learning Centers either constitute a separate department or have the same rights as other faculty in the department, division, cluster, etc., to which they are or will be assigned, and

Be it finally resolved that the Academic Senate for California Community Colleges urge local senates to ensure that all faculty have the opportunity to participate in college governance.

M/S/C Disposition: CEOs, CIOs, Local Boards of Trustees, Local Senates, Learning and Tutoring Center Directors

1996 Fall Session Resolutions That Were Adopted

19.5.0 F 96 75/25 Ratio: Counseling and Library Faculty Inclusion(19.13 S96 Postponed)
Edith Conn, Ventura College

Whereas Academic Senate resolution 21.4 S94 supported the inclusion of full-time counseling and library faculty in the calculations of 75/25, and to implement the resolution the Academic Senate worked through the consultation process and the 75/25 Task Force to gain agreement for this inclusion, and

Whereas at the September 1994 task force meeting, all constituent groups in attendance agreed to such inclusion (CEO representative was not in attendance), and

Whereas Chancellor Mertes was not willing to make a recommendation to the Board of Governors until the Academic Senate and the CEO's came to some agreement and such agreement has not been reached despite Senate attempts to meet with CEO's on this issue, and

Whereas the library faculty new hire provision has sunset, and library and counseling services have continued to diminish to the detriment of student success and transfer since counseling and library faculty are not being hired because of the need to meet the established 75/25 regulations,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its support for the inclusion of all counseling and library faculty in the 75/25 ratio calculations and base year numbers, and

Be it further resolved that the Academic Senate for California Community Colleges direct the President to continue to meet with the CEO representatives and enter the issue into the consultation process again in order to make a recommendation to the Board of Governors before the Senate 1997 Fall Session, and

Be it finally resolved that the Academic Senate for California Community Colleges collect data on numbers of full-time faculty in disciplines not already represented or proposed (such as DSP&S) in the 75/25 calculations to determine a future recommendation for their inclusion.

M/S/U Disposition: Board of Governors, CEOs, CIOs, Chancellor's Office Executive Committee, FACCC, COFO

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19.6.0 F 96 Uniform Policies for Preparing Teaching Schedules
Fernando Canto-Lugo, Yuba College

Whereas many community colleges do not follow the consultative process in preparing schedules, and

Whereas there should be a consistent practice in consulting faculty in preparing their schedules, and

Whereas curricular issues are the primary responsibility of faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to create a consistent teaching schedule policy where faculty and administrators consult with each other in preparation of faculty schedules.

M/S/C Disposition: Local Senates

20. Students

20.1.0 F 96 Welfare Reform
Vonna Breeze-Martin, Area A, Columbia College

Whereas welfare reform is a statewide and national issue, and

Whereas welfare reform measures, including changes in Aid to Families with Dependent Children (AFDC) will affect whether or not many community college students can continue to attend college, and

Whereas changes in welfare provisions may affect full-time equivalent student enrollment in community colleges, especially in vocational programs,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to have breakout session at the 1997 Spring Session concerning welfare reform measures and the impact of changes in welfare on community college students and their continued enrollment in community colleges.

M/S/U Disposition: Executive Committee, Chancellor's Office

Section 2

Non-Urgent Resolutions to be Considered Spring 1997

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Non-Urgent Resolution to be Considered in Spring 1997

6.0 F96 IRS Ruling
Douglass McFerran, Los Angeles Pierce College

Whereas recent IRS policy discourages colleges from employing their own students and reduces the opportunity for students to gain the benefit of work experiences, and

Whereas colleges are not required to pay social security taxes on student hourly wages and these contributions are not withheld from student hourly checks, and

Whereas a recent IRS ruling has defined student status for the exemption to be a minimum of 12 units, and

Whereas it is difficult for many community college students to enroll in 12 units and it is impossible for them to enroll in 12 units in summer school,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to work with the Board of Governors and other appropriate agencies to ask the IRS to change its regulations so that any student taking at least 50% of a full load, as defined by the college, will be eligible for employment in the student hourly category.

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Section 3

Resolutions That Were Referred

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1996 Fall Session Resolutions That Were Referred

2.3 R F 96 Deferment of Accreditation
Richard Follett, Area C, LA Pierce College

Whereas in the list of Actions on Accredited Institutions of the Accrediting Commission for Community and Junior Colleges, "deferment" of an accrediting decision is a relatively new addition to the options of the Accrediting Commission in determining accreditation status, and

Whereas "deferment" is seen by the Commission as a confidential negative action but for public community colleges operating under the Brown Act such confidentiality cannot apply, and

Whereas "deferment" has, in certain instances, been perceived by the public as actual denial or withdrawal of accreditation, which is stronger than intended by the Accrediting Commission, and

Whereas such misunderstandings can have serious detrimental effects on colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Accrediting Commission for Community and Junior Colleges that "deferment" of accreditation be removed as an option for Accrediting Commission action, and

Be it further resolved that "reaffirmation of accreditation, to be followed by a special visit" be used by the Accrediting Commission instead of the term "deferment".

M/S/R Disposition: Executive Committee

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1996 Fall Session Resolutions That Were Referred

13.3.R F 96 Teacher Retirement
Lee Haggerty, Saddleback College

Whereas administrators receive amenities, such as a vehicle allowance, which are counted towards the amount paid to that administrator from the State Teachers Retirement System (STRS) when that administrator retires, and

Whereas compensation faculty receive for teaching in the summer is not included as payment to faculty under STRS when faculty retire, and

Whereas there should be parity between faculty and administrators as it relates to income derived from college employment and STRS retirement, and

Whereas accomplishing parity does not represent an additional cost to STRS,

Therefore be it resolved that the Academic Senate for California Community Colleges urge STRS to change current policy to permit all income received by faculty to count toward their retirement benefits, and

Be it further resolved that the Academic Senate for California Community Colleges support parity of STRS retirement benefits for faculty and administrators.

M/S/R Disposition: Executive Committee

1996 Fall Session Resolutions That Were Referred

17.2 R F 96 Ombudsperson
Michael Widener, Area C, Compton College

Whereas Resolution 6.1R S 96 was referred to the Executive Committee, and

Whereas Area C is still concerned that an ombudsperson is essential to the work of local senates,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to work with the Chancellor's Office to establish the position of ombudsperson to receive complaints from local senates and to investigate violations of state law and regulations pertaining to community colleges, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to explore possible ways to fund an ombudsperson, including, but not limited to, charging the colleges for services rendered, and

Be it finally resolved that the Academic Senate report to the 1997 Fall Session progress made in securing an ombudsperson for community colleges.

M/S/R Disposition: Executive Committee

Section 4

Resolutions That Failed

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1996 Fall Session Resolutions That Failed

4.1.2 F 96 Substitute Motion for 4.1.0
Jim Higgs, Modesto Junior College

Whereas the "Statement on Competencies in Mathematics Expected of Entering College Students" has only recently been made available to Academic Senate presidents, and

Whereas the local senates have not had sufficient time to read, study and discuss the implications of this important document which will have enormous implications for the preparedness of high school graduates who attend community colleges and it would be inappropriate to make an endorsement without the full and complete involvement of math faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges postpone consideration of the "Statement on Competencies in Mathematics Expected of Entering College Students" until the 1997 Spring Academic Senate Session.

M/S/F

5.1.0 F 96 Enrollment Management
Sue Chappell, Area A, Merced

Whereas the new monies provided to community colleges require growth of the number of students served, and

Whereas the offering of new sections of classes has an impact upon college and student services, such as, but not limited to, tutoring, counseling, clerical staffing, duplicating, custodial services, and media technical support , and

Whereas there is currently no provision for a formula or a pro-rata percentage for each added class to determine the appropriate allocation of resources to assure student success and a well-run college,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a position paper with a model to assist colleges in their planning for augmentation of class offerings and enrollment management.

M/S/F

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1996 Fall Session Resolutions That Failed

5.2.0 F 96 WSCH/FTE
Sheridan DeWolf, Area D, Grossmont College

Whereas enrollment and WSCH/FTE, so called productivity goals on many campuses, are set by administrators, and

Whereas these goals affect course offerings, class sizes, and student instructor ratios, and

Whereas these goals affect the ability of students to meet degree, certificate requirements, program development, student success, institute planning, and budget development as stated in Section 53200 of Title 5,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to work toward agreement that the setting of enrollment WSCH/FTE goals is an academic and professional matter which should be arrived at through collegial consultation following Title 5, Section 53203.

M/S/F

6.1.0 F 96 Chancellor's Office Washington Connection (2nd Resolve, Question Divided)
Lee Haggerty, Area D, Saddleback

Therefore be it resolved that the Academic Senate for California Community Colleges support efforts of the Chancellor's Office to allocate resources to establish a connection or an office in Washington, D.C.,

M/S/F

6.1.1 F 96 Amendment to Resolution 6.1.0 CCC Federal Liaison
Jim Higgs, Modesto Junior College

Amend Resolution 6.1.0 to add the following:

Be it finally resolved that the Academic Senate for California Community Colleges request each of the 106 community colleges to contribute a yearly sum (a suggested contribution would be thousand dollars) from their general funds to establish and maintain a federal liaison responsible to the Chancellor's Office.

M/S/F

1996 Fall Session Resolutions That Failed

6.5.1 F 96 Substitute Motion to Resolution 6.5.0
Karen Yoshihara, Foothill/ DeAnza

Replace Therefores with following;

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to secure accurate and complete statistics for each college and each district, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to use those statistics to advocate compliance with the 75/25 ratio in those colleges and districts which are revealed to be out of compliance.

M/S/F

6.5.2 F 96 Amendment to Resolution 6.5.0
Joe Bonanno, El Camino College

Add the following:
Be it finally resolved that the Academic Senate for California Community colleges request the Chancellor's Office to enact a program or procedure that will follow AB 1725 and withhold or return the funds to the state for each faculty member under the 75/25 ratio.

M/S/F

6.7.0 F 96 Parenting Classes
Alma Rose McGee, San Diego Continuing Ed. Centers

Whereas AB 824 included a provision to count children who attend parent/child classes with their parents/caregivers be counted for 0.5 FTES, and

Whereas this provision to count children was later deleted from the bill, and

Whereas children in these classes are directly involved in the learning process and participate equally in this mandated noncredit course in parenting,

Therefore be it resolved that the Academic Senate for California Community Colleges support the concept in future legislation that would, like the provision later deleted from AB 824, count children who attend parent/child classes with their parents for 0.5 FTES.

M/S/F

1996 Fall Session Resolutions That Failed

19.1.0 F 96 Single Course Equivalency Process (19.9 S96 Postponed)
Rick Manzano, Area D, Rancho Santiago College

Whereas by statute, the Academic Senate for California Community Colleges identifies the minimum qualifications for faculty hiring, and

Whereas several disciplines in liberal studies, occupational programs, and fine and performing arts require specialized expertise within a discipline, and recruitment of faculty to teach courses requiring special expertise would be extremely difficult under the current policy of equivalency "for disciplines, not single courses," and

Whereas not being able to hire faculty for single courses may limit the breadth of offerings within a discipline (e.g., fine and performing arts, technical and occupational education), and hiring generalists is not always the best way to secure the most qualified candidates for a given subject or course, and

Whereas many local academic senates across the state have effective equivalency policies which work very well for them in the hiring of adjunct faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges support a policy whereby the equivalency to minimum qualifications used in a discipline may be applied to single courses without providing authorization to teach in the entire discipline when deemed necessary by the local senate.

M/S/F

19.4.0 F 96 Harassment and Unprofessional Conduct (19.12 S96 Postponed)
Annette Cordero, MidCoast Area C, Allan Hancock

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a model of faculty professional conduct, including guidelines and suggested steps and timelines, for a local senate to deal with various types of harassment and unprofessional conduct.

M/S/F

Section 5

Acronyms

ACRONYMS

Originally Compiled by Angelo S. Villa
Los Angeles Valley College
Revised 1996

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one is not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state.

AAC	Association of American Colleges
AACC	American Association of Community Colleges
AACD	Affirmative Action and Cultural Diversity
AACJC	American Association of Community and Junior Colleges
AAHE	American Association of Higher Education
AAMC	Association of American Medical Colleges
AAUP	American Association of University Professors
AAUW	American Association of University Women
AAWCJC	American Association of Women in Community and Junior Colleges
AB	Assembly Bill
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCESS	Action for Community College Enhancement of Student Success (ACT Project)
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACE	American Council on Education
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
AERA	American Educational Research Association
AFT	American Federation of Teachers
AGB	Association of Government Boards
AGNES	Advisory Group on Need Evaluation Services
AHCA	American Health Care Association
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
AMA	American Medical Association
ANA	American Nurses Association
API	Academic Program Improvement (CSU funding & support to programs)
APLE	Assumption Programs of Loans of Education
APP	Advanced Placement Program
ASCCC	Academic Senate for California Community Colleges

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ASCIOS	Academic Senate/Chief Instruction Officers
ASSET	Assessment of Skills for Successful Entry and Transfer (ACT)
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
AVA	American Vocational Association
BAT	Bureau of Apprenticeship and Training (Federal)
BCP	Budget Change Proposal
BEOG	Basic Educational Opportunity Grant (also Pell Grant)
BLACCC	Black Assoc. of CA Community Colleges
BOARS	Board of Admissions and Relations with Schools (UC)
BOG	Board of Governors
BRAIN	Business Resource Assistance and Innovations Network
BRN	Board of Registered Nursing
BVIT	Bilingual Vocational Instructors Training
CAA	College Art Assn.
CAA	College Alliance of Arts
CAAJE	Calif. Assn. of Administration of Justice Educators, Inc.
CACC	California Association of Community Colleges
CACCRAO	California Association of Community Colleges Registration & Admissions Officers
CACN	California Association of Colleges of Nursing
CACT	Centers for Applied Competitive Technologies
CACVE	California Advisory Council on Vocational Education
CADN	California Association of Degree Nurses
CAHA	California Association of Homes for the Aged
CAHHS	California Association of Hospitals and Health System
CAIR	California Assoc. of Institutional Researchers
CAL-SOAP	California Students Opportunity and Access Program
CalSACC	California Student Association of Community Colleges
CAN	California Articulation Number (postsecondary course # system)
CAPED	California Association on Postsecondary Education and Disability
CAPI	California Association of Part-Time Instructors
CAPP	California Academic Partnership Program (legislated funding K12,CC,CSU,UC)
CASA	California Association of School Administrators
CASFAA	California Association of Student Financial Aid Administrators
CASIP	California Supplier Improvement Program
CATE	California Association of Teachers of English
CAVE	California Association of Vocational Education
CB	Collective Bargaining
CBO	Community Based Organization (JTPA)
CBO	Chief Business Officers
CC	Community College
CCA	Community College Association (affiliate of CTA)
CCC	Community College Council (affiliate of CFT)
CCCA	Cailfornia Community Colleges Counselors Association
CCCAOE	California Community College Administrators of Occupational Education
CCCCA	California Community Colleges Counselors Association

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CCCCCSCE	Calif. Community College Council on Community Services and Continuing Educ.
CCCCSSAA	California Community College Chief Student Services Administrators Assn.
CCCEOPSA	Calif. Community College Extended Opportunity Programs and Services Assn.
CCCESL	California Community Colleges English as a Second Language
CCCF	California Community College Foundation
CCCHSA	California Community College Health Services Association
CCCI	California Community Colleges Independents
CCCOEC	California Community College Occupational Education Coalition
CCCPA	California Community College Placement Association
CCCSAA	California Community College Student Affairs Association
CCCSFAAA	Cailfornia Community College Student Financial Aid Association
CCCSGA	California Community Colleges Government Association
CCCT	California Community College Trustees
CCD	California Community College DISTRICT
CCENC	Community College Educators of New Californians
CCLC	Community College League of California
CCPRO	Community College Public Relations Organization
CCUDA	Community College Urban District Association
CDE	California Department of Education
CEBRAC	California Environmental Business Resource Center
CED	Contract Education
CEEB	College Entrance Examination Board
CLEP	California Educational Loan Program
CEO	Chief Executive Officer
CETA	Comprehensive Employment Training Act
CFADS	California Financial Aid Delivery System
CFT	California Federation of Teachers
CGSLP	California Guaranteed Student Loan Program
CHA	California Humanities Association
CHE	Consumer Home Economics
CHEA	California Higher Education Association (affiliate of CTA/NEA)
CHELA	California Higher Education Loan Authority
CHRO/AAO	Chief Human Resources and Affirmative Action Officers
CID	Classification of Instructional Disciplines (State)
CIO	Chief Instructional Officer
CIOCCC	Chief Instructional Office of California Community Colleges
CITD	Centers for International Trade Development
CLA	California Library Association
CLAS	California Loan to Assist Students
CLASS	California Library Authority of Systems and Services
CLEP	College Level Examination Program
CMCCC	California Mathematics Council for Community Colleges
CMLEA	California Media and Library Educators Association
CNAP	Committee on Assessment Procedures
COCCC	Chancellor Office California Community Colleges

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COD	Career Opportunities Development
COFPHE	Capital Outlay Fund for Higher Education
COIS	California Occupational Information System
COLA	Cost of Living Adjustment
CONE	California Organization of Nursing Executives
COPA	Council on Postsecondary Accreditation
COPES	Community College Occupational Evaluation System
CPEC	California Post Secondary Education
CPGA	Cailfornia Personnel and Guidance Association
CSAC	California Student Aid Commission
CSBA	California School Board Association
CSEA	California State Employees Association
CSEA	California School Employees Association
CSLA	California Student Loan Association
CSS	Cailfornia Scholarship Service
CSSO	Chief Student Services Officers
CSU	California State University
CTA	California Teachers Association
CWESTA	California Welfare Employment Skills Training Act
CWETA	California Worksite Education and Training Act
CWS	California Work Study
CYEDA	California Youth Employment and Development Act
DAS	Division of Apprenticeship Standards
DOC	Directory of Occupational Titles
DOF	Department of Finance
DSPS	Disabled Students Programs and Services
DVR	Division of Vocational Rehabilitation
EBT	Employer Based Training
EDA	Economic Development Administration (U.S. Department of Commerce)
EDD	Employment Development Department Education
ED>NET	Economic Development Network
ECCTYC	English Council of California Two-Year Colleges
EERA	Educational Employment Relations Act (K-12 & CCs)
EHMT	Environmental Hazardous Materials Technologies
EOG	Educational Opportunity Grant
EON	Equal Opportunity Network
EOP	Educational Opportunity Program (4-year Colleges)
EOPS	Extended Opportunity Programs and Services
EPP	Employment Prepartion Program
ERIC	Educational Research Information Center (for CCs)
ESL	English as a Second Language
ET	Environmental Technologies
ETI	Evaluation and Training Institute
ETP	Employment Training Panel
ETS	Educational Testing Service

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FACCC	Faculty Association of California Community Colleges
FAF	Financial Aid Forum
FAO	Financial Aid Office (or Officer)
FII	Fund for Improvement of Instruction
FIPSE	Fund for the Improvement of Postsecondary Education
FISL	Federally Insured Student Loan
FNAR	Financial Need Analysis Report
FSA'S	Faculty Service Areas
FTE	Full-Time Equivalent
GAIN	Greater Avenues for Independence
GED	General Educational Development (H.S. equivalency test)
GRE	Graduate Record Examination
GSL	Guaranteed Student Loan
HBU'S	Historically Black Colleges and Universities
HCFA	Health Care Financing Administration
HEERA	Higher Education Employee Relations Act (CSU & UC)
HEW	Department of Health, Education and Welfare
HSA	Health Services Association
HUD	Department of Housing and Urban Development
I-ECC	Industry-Education Council of California
ICAS	Intersegmental Committee of Academic Senates
ICC	Intersegmental Coordinating Council
IHEs	Instructions of Higher Education
IIE	Institute of International Education
IJFP	Intersegmental Joint Faculty Project
ISFARS	Institutional Student Financial Aid Resources Survey
ITV	Instructional Television
JACOTI	Joint Articulation Council on Transfer Issues (CSU & CCs)
JAP	Jobs Assistance Program
JAP	Job Agent Program
JAPC	Joint Advisory Political Council
JTPA	Job Training Partnership Act
LAO	Legislative Analyst's Office
LARC	Learning, Assessment, Retention Consortium
LEP	Limited English Proficiency
LHE	Lecture Hour Equivalency
LLNL	Lawrence Livermore National Laboratory
LMI	Labor Market Information
LRACCC	Learning Resources Association of California Community Colleges
LRFA	LaRaza Faulty Association
LSAT	Law School Admission Test
MACCC	Music Association of California Community Colleges
MALDEF	Mexican-American Legal Defense and Education Fund
MC3	California Math Council CC - South (CMCCC-S)
MCAT	Medical College Admission Test

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MCS	Model Curriculum Standards (K-12)
MIS	Management Information System
MQ'S	Minimum Qualifications
NAFTA	North American Free Trade Assn.
NASDVTE	National Association of State Directors of Voc. Tech. Educ.
NASFAA	National Association of Student Financial Aid Administrators
NASPA	National Association of Student Personnel Administrators
NASSGP	National Association of State Scholarship and Grant Program
NAVE	National Association of Vocational Education
NCES	National Center for Educational Statistics
NCOE	National Council for Occupational Education (affiliate of AACJC)
NCSPOD	National Council for Staff Programs & Organizations
NCTC	Northern Calif. Telecommunication Consortia
NDSL	National Direct Student Loan
NEA	National Education Association
NEH	National Endowment for the Humanities
NISOD	Nat'l Institute for Staff & Organizational Development
NIST	National Institute of Standards and Technology
NLN	National League for Nursing (national voluntary accrediting body)
NOR-CAL	Northern California (Institute for Research Association)
NSF	National Science Foundation
NTI	Non-Traditional Instruction
OAL	Office of Administration Law
OBRA	Omnibus Budget Reconciliation Act
OcR	Office of Civil Rights
OSHPD	Office of Statewide Health Planning & Development
PAC	Program Advisory Committee
PACE	Project for Adult College Education
PAVE	Program Assessment of Vocational Education
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PIC	Private Industry Council (vocational advisory group)
PPE	Private Postsecondary Education (SDE section which authorizes/approves private postsecondary schools)
PSAT	Preliminary Scholastic Aptitude Test
Q&A	Questions and Answers
RETES	Refugee Education, Training & Employment Services
RFP	Request for Proposals
RHOP	Regional Health Occupations Programs
RHORC	Regional Health occupations Resource Centers
ROC/P's	Regional Occupational Center/Programs
ROP	Regional Occupational Program
SAAC	State Aid Application for California
SAM	Student Accountability Model
SAT	Scholarship Aptitude Test

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SB	Senate Bill
SBP	Small Business Programs
SCAT	School and College Ability Test
SCILL	Southern California Inter-Library Loan Network
SCIRCA	Southern California Instructional Research Association
SCOPE	State College Organization for Physical Education
SCOVE	State Council on Vocational Education
SCP	Service Centers Programs
SDA	Service Delivery Area (JTPA)
SDE	State Department of Education
SEED	Supporters of Educational Equity and Diversity
SEIU	Service Employees International Union/CSC
SEOG	Supplementary Education Opportunity Grant
SIP	School Improvement Program
SJTCC	State Job Training Coordinating Council
SOAP	Student Opportunity and Access Program
SPRE	State Postsecondary Review Entity
STC	School To Career
STIP	Skill Training Improvement Program
STRS	State Teachers Retirement System
STW	School to Work
TAP	Transfer Alliance Project
TBA	To Be Announced
TOEFL	Test of English as a Foreign Language
TOM	Total Quality Management
TOP-Code	Taxonomy of Occupational Programs Code
TSLAP	Teacher Shortage Loan assumption Program
UC	University of California (and its branches)
UCEP	University Committee on Educational Policy
UCUPRE	University Committee on Undergraduate Preparation & Remedial Education (UC)
USDE	U.S. Dept. of Education
USSP	Underrepresented Special Student Projects
VATEA	Vocational and Applied Technology Education act of 1990
VEA	Vocational Education Act
VOCAL	Vocational Alliance of California
VOICE	Vocational Occupational Information Center for Educators
WASC	Western Association of School and Colleges (Accrediting Commission)
WASFAA	Western Association of Student Financial Aid Administration
WCA	Western College Association
WICHE	Western Interstate Commission for Higher Education
WIN	Work Incentive Program
WPL	Workplace Learning Resources
WRCBAA	Western Region Council on Black American Affairs
WSCH	Weekly Student Contact Hours
YEDPA	Youth Employment and Demonstration Project Act

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Section 6

List of Voting Delegates

Academic Senate Voting Delegates
Fall 1996

Alameda	Richard Aoki	Monterey Penn.	Anita Arellano
Allan Hancock	Robert Bell	Moorpark	Elton Hall
American River	Dan Crump	Mt. San Antonio	Ken Irvine
Bakersfield	Janet Tarjan	Mt. San Jacinto	Nizman Kazi
Barstow	Mark Cauble	Napa Valley	Sal Aceves
Butte	Ric Machuga	No. Orange CCD.	Katheryn Baptista
Cabrillo	Terry Fetterman	Ohlone	Mark Lieu
Cerritos	Pat Pinder	Orange Coast	Barbara Wright
Cerro Coso	Richard Benson	Oxnard	Gary Morgan
Chaffey	June Cook	Palomar	Bonnie Ann Dowd
Citrus	Jack Janss	Palo Verde	Diane Michel
Coastline	Margaret Lovig	Pasadena City	Ellen Ligons
Columbia	Vonna Breeze-Martin	Porterville	Young Kim
Compton	Michael Widener	Rancho Santiago	Dan Goldman
Contra Costa	Barbara Sawyer	Rio Hondo	Christine Sutow
Cosumnes	Dennis Smith	Riverside	Gary Semonella
Crafton Hills	Mark Snowhite	Dacramento City	Barbar Davis Lyman
Cuesta	Hugh Platt	Saddleback	Robert Cosgrove
Cuyamaca	Jim Custeau	San Bernardino	Odette Salviggio
Cypress	Dana Bedard	San Diego City	Doug Dailard
DeAnza	Jim Haynes	San Diego Cont. Ed.	Alma McGee
Diablo Valley	Kevin Twohy	San Diego Mesa	Eadie Richards
East LA	Michael Simone	San Diego Miramar	P. Darrel Harrison
El Camino	Joseph Bonanno	San Francisco City College	Jane Sneed
Evergreen Valley	William Jacobs	San Joaquin Delta	Resann Burt
Foothill	Mike McHargue	San Mateo CCD	Gerald Peel
Foothill/DeAnza CCD	Karen Yoshihara	San Mateo	Kate Motoyama
Fresno City	Zwi Reznik	Santa Barbara City	Kathleen O'Conner
Fullerton	Mike Moore	Santa Monica College	Alan Buckley
Glendale	F. Lynn McMurrey	Sequoias, College of	Ellsworth Black
Goldenwest	Sally Flotho	Sierra	Clifford Burns
Grossmont	Sheridan DeWolff	Siskiyous, College of	Jim Ray
Hartnell	Kelly Locke	Skyline	Patricia Deamer
Imperial Valley	Mike McCormick	Solano	Al Purdy
Irvine Valley	Kate Clark	Southwestern	Joan Stroh
Kings River	Lacy Barnes-Mileham	Taft	Don Bandy
Lake Tahoe	Kurt Green	West Hills	David Hedgecock
Lassen	Ross Stevenson	West Valley	Joan Sarlo
Long Beach City	Bonnie Brinkman	Yuba	Fernando Cantalugo
LA City	Roger Wolf	President	Janis Perry
LA CCD	Fleur Steinhardt	Vice President	Bill Scroggins
LA Harbor	Jane Smith	Secretary	Beverly Shue
LA Mission	Dale Newman	Treasurer	Debra Landre
LA Pierce	Douglass McFerran	Past President	R. Stanback-Stroud
LA Trade-Tech.	Lina Chen	Area A	Allen Boyer
LA Valley	John Maddox	Area B	Len Price
Los Medanos	Linda Collins	Area C	Edith Conn
Los Rios CCD	Nancy Silva	Area D	Lee Haggerty
Marin	Harriet Eskildsen	At-Large	Donna Ferracone
Mendocino	Sue Blundell	At-Large	Richard Rose
Merritt	Warren Moorhead	North Rep.	Lin Marelick
Miracosta	Karol Lee	South Rep.	Winston Butler
Mission	Don Cordero	South Rep.	Ric Matthews
Modesto Jr.	Jim Higgs		